

Research Review

Recent Research Publications Relevant for Employment and Learning (DEL): January – March 2012

Introduction

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Analytical Services
Department for Employment
and Learning
Adelaide House
39-49 Adelaide Street
Belfast
BT2 8FD

Public Enquiries:

Analytical Services
(028) 90257985

Email:

analyticalservices@delni.gov.uk

Internet:

<http://www.delni.gov.uk/quarterly-research-review>

DEL's Analytical Services monitors recently published research that has relevance to the work of the Department and, each quarter, produces a list of that work for wider dissemination. The list for the quarter ending March 2012 follows.

The research articles in the quarterly review are listed under four areas that are key in delivering the Department's strategic objectives. These objectives are: enhancing the provision of learning and skills; helping individuals acquire jobs; developing and maintaining the framework of employment rights and responsibilities; and increasing the level of research and development.

While much of the research is not focused directly on Northern Ireland, it remains very relevant to strategic and policy issues faced here. The appropriate web addresses have been listed from which articles and full reports can be downloaded.

The Department also commissions work to meet specific research needs. It has published a research Stock-Take paper which sets out its current and planned research activity up to 2012. It can be accessed from the following link:

<http://www.delni.gov.uk/index/publications/r-and-s-stats/research-reports-2/research-stock-take-up-to-2011-12.htm>

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Highlights

Under the key areas mentioned above, highlights emerging from this quarter's review include:

Learning and Skills

- The main findings of Cedefop's latest skill demand and supply forecast for the European Union for 2010-20, indicate that although further economic troubles will affect the projected number of job opportunities, the major trends, including a shift to more skill-intensive jobs and more jobs in services, will continue.
- A new report from the Work Foundation examines the scale of skills utilisation in the UK. It explores the drivers of skills under-utilisation and obstacles to better skills utilisation in the hospitality and retail sectors, in particular.
- SKOPE has published a paper examining shifts in skills policy in Scotland towards emphasising the importance of effective skills utilisation.

Further Education & Training

- A survey by England's Association of Colleges explores how colleges, in partnership with local employers and Jobcentre Plus, can provide people with the skills and support required to find lasting work.

Higher Education

- A research report published by the University Alliance draws on the large body of evidence on the shape of labour markets in developed economies. It suggests that if the UK is to remain globally competitive it needs a greater proportion of graduates in the workforce.

Routes to employment

- A research report produced by the ACEVO Commission on Youth Unemployment highlights the damaging social and economic effects of youth unemployment and considers how to address the problem.
- Continuing the NEET theme, Eurofound – a tripartite EU agency – has published a paper Exploring the situation and characteristics of young people in the EU who NEET. They look at the profile of the NEET group, identifying risk factors including disability, immigration background, qualifications, geographical remoteness, household income and parental background. The report provides an overview of national policy initiatives to

help engage NEETs, focusing on education, transition and employment policy.

Enhancing the Provision of Learning and Skills

(a) Skills

TITLE	AUTHOR	DATE	DESCRIPTION
<i>'The skills dilemma: skills under-utilisation and low-wage work'</i>	Work Foundation	January 2012	<p>Explores the drivers of skills under-utilisation in the UK and considers how to tackle this problem. Suggests that successive governments have concentrated on supply-side interventions to address the UK's skills problems and improve the nation's international economic competitiveness. Argues that it is necessary to pay greater attention to the limited demand for skills. Examines the scale of skills under-utilisation in the UK. Looks at challenges faced in improving low-wage work and the role of skills utilisation policies in this area. Investigates the drivers of skills under-utilisation and obstacles to better skills utilisation in the hospitality and retail sectors, in particular.</p> <p>http://www.theworkfoundation.com/DownloadPublication/Report/307_Skills%20Dilemma.pdf</p>
<i>'The role of union learning representatives in developing employability skills in partnership with employers: TUC Unionlearn'</i>	Ofsted	January 2012	<p>Describes the particularly strong partnership between the trade union and the employer at food manufacturing company McVitie's, which enables workers to gain transferable skills to enhance their employability and opportunities for promotion. Looks at how Union Learning Representatives were able to establish a workplace Learning Centre to enable hard-to-reach learners to achieve literacy and numeracy qualifications without being stigmatised. Focuses on the role of TUC Unionlearn and explains how the partnership works. Notes that for learners, the ability to pass literacy and numeracy tests allows them to be</p>

			<p>taken on as employees rather than agency workers, while McVitie's benefits from a more articulate and confident workforce able to share knowledge about the best ways of carrying out different processes.</p> <p>http://www.ofsted.gov.uk/filedownloadi ng/?file=documents/surveys-and-good-practice/t/TUC%20Unionlearn%20-%20Good%20practice%20example.pdf &refer=0</p>
<i>'Construction Skills Network 2012-2016: blueprint for UK construction skills 2012-2016'</i>	Construction Skills Network	January 2012	<p>Presents projections for the UK construction industry and its associated labour market up to the year 2016. Covers: total employment by occupation; a sectoral overview (public and private housing, infrastructure, public non-housing, industrial, commercial, repair and maintenance); and key data on the industry by region.</p> <p>http://www.cskills.org/uploads/CSN-Report-National-Overview_tcm17-28589.pdf</p>
<i>'Review of Research and Evaluation on Improving Adult Literacy and Numeracy Skills'</i>	BIS	Winter 2011/12	<p>BIS has published a literature review of research and evaluation on improving adult literacy and numeracy skills. Since the Skills for Life strategy was introduced in 2011, there has been much more performance data collected from providers and many more studies of learners.</p> <p>The literature review found that better gains for learners seem to be associated with courses which allow for levels of participation in excess of 100 hours. This is more than many learners spend in provision.</p> <p>http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/r/11-1418-review-research-on-improving-adult-</p>

<i>'2011 Skills for Life Survey'</i>	BIS	Winter 2011/12	<p>BIS has produced a report which updates the findings from the 2003 Skills for Life Survey, a national profile of adult literacy, numeracy and information and communication technology (ICT) skills in England, which assessed the impact that different levels of skills had on people's lives.</p> <p>http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/0-9/11-1367-2011-skills-for-life-survey-findings</p>
<i>'New Challenges, New Chances: Further Education and Skills System Reform Plan - Building a World Class Skills System'</i>	BIS	Winter 2011/12	<p>Following consultation in 2010, the UK Government recently published its programme for reform of the further education (FE) and skills system for adults aged 19 and over in England. The reform plan recognises the importance both of continued employer investment in skills and the need for government support. It sets out what provision the UK Government will fund, and the programme of work required to implement the reforms.</p> <p>http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan</p>
<i>'Open to Ideas: Essays on Education and Skills'</i>	National Skills Forum	Winter 2011/12	<p>The question of how education and skills policy can evolve to meet the needs of the 21st century is explored in a collection of essays from the National Skills Forum and Associate Parliamentary Skills Group.</p> <p>The collection presents a range of perspectives on current debates in education and skills policy, especially whether assumptions about the returns on investment in skills are still valid. The authors also explore changing trends in how and where people learn, and the challenges</p>

			<p>facing schools, colleges and universities as reforms to the skills system continue</p> <p>http://www.policyconnect.org.uk/sites/default/files/Open to Ideas.pdf</p>
<p><i>‘Literacy, Numeracy and Problem Solving in Technology-Rich Environments: Framework for the OECD Survey of Adult Skills’</i></p>	OECD	February 2012	<p>This OECD report discusses the literacy, numeracy and problem solving skills which are assessed in the Programme for the International Assessment of Adult Competencies (PIAAC). PIAAC is a global initiative which incorporates assessment of skills which are relevant to the digital age.</p> <p>The report explains that technological change has led to an increasing demand for higher-level cognitive skills such as problem solving and complex communication. Ensuring sufficient supply of these skills is therefore a crucial issue for policy.</p> <p>--report can be purchased from OECD--</p>
<p><i>‘No snakes, but no ladders’: young people, employment and the low skills trap at the bottom of the contemporary service economy</i></p>	Resolution Foundation	March 2012	<p>Looks at the implications of structural changes in the economy on the skills development of people on low to middle incomes, particularly moderately qualified young people. Argues that due to the polarised nature of the economy young people with level two and three qualifications become trapped in jobs with little prospect of progression</p> <p>http://www.resolutionfoundation.org/media/media/downloads/No snakes but no ladders - Young people employment and the low skills trap.pdf</p>
<p><i>‘Europe’s Skill Challenge’ (Briefing Note)</i></p>	Cedefop	March 2012	<p>The main findings of Cedefop’s latest skill demand and supply forecast for the European Union for 2010-20, indicate that although further economic troubles will affect the projected</p>

			<p>number of job opportunities, the major trends, including a shift to more skill-intensive jobs and more jobs in services, will continue.</p> <p>http://www.cedefop.europa.eu/EN/Files/9068_en.pdf</p>
'Skills Mismatch: The Role of the Enterprise'	Cedefop	March 2012	<p>While most research to date has focused on the individual perspective, this report is a first attempt to explore the role of enterprises in mitigating skill mismatch. Specific attention is given to the potential role of human resource practices (e.g. recruitment, training, performance appraisal and pay-setting, job design, employee empowerment) and of high performance workplaces for ensuring that the knowledge, skills and competences of individuals are used to best effect</p> <p>Cedefop Publications Publications Details</p>
'More Effective Skills Utilisation: Shifting the Terrain of Skills Policy in Scotland'	SKOPE	January 2012	<p>This paper examines shifts in skills policy in Scotland towards emphasising the importance of effective skills utilisation. Turning policy into practice, however, requires a better understanding than currently exists of skills utilisation in order to facilitate better measurement, evaluation and intervention. This paper aims to contribute to such an understanding.</p> <p>http://www.cardiff.ac.uk/socsi/research/researchcentres/skope/publications/researchpapers/RP107.pdf</p>

b) Further Education & Training

TITLE	AUTHOR	DATE	DESCRIPTION
<i>'Apprenticeship policy in England: increasing skills versus boosting young people's job prospects'</i>	Centre for Economic Performance	Winter 2011/12	<p>Provides a critique of English apprenticeship policy. Suggests that it has proved difficult to shape apprenticeship policy to simultaneously achieve the aims of increasing the number of young people in apprenticeships and generating higher skills. Contends that a lack of employer interest and commitment meant that apprenticeships, as developed in England after 1994, failed to exploit the potential of their traditional strengths. Argues that the current system marginalises most employers who have no formal training responsibilities or involvement in the apprenticeship process.</p> <p>http://cep.lse.ac.uk/pubs/download/pa013.pdf</p>
<i>'Apprenticeship s policy'</i>	House of Commons Library (Briefing Paper)	February 2012	<p>Overviews the apprenticeship system in England, explains that apprenticeships are paid jobs that incorporate on and off the job training, with successful apprentices qualifying with a nationally recognised qualification on completion of their contract. Looks at apprenticeship training costs covered by the government, apprentice's employee rights and the minimum wage for apprentices. Reviews the government's policies related to apprenticeships including the Education Act 2011, further education loans, the apprenticeship incentive scheme, the higher apprenticeship fund, apprenticeship training agencies, access to apprenticeships and statistics on apprenticeship starts.</p> <p>http://www.parliament.uk/Templates/BriefingPapers/Pages/BPPdfDownload.as</p>

<i>‘Research to assess preparation for and changes arising from the new FE Reforms and Skills Policies’</i>	BIS	Winter 2011/12	<p>This research is a qualitative analysis supported by a quantitative assessment of how colleges and training organisations are likely to react to the reforms and policy changes in relation to post-19 FE provision. The study was carried out by research contractors CFE in partnership with NIACE and the fieldwork took place in February and March 2011.</p> <p>http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/r/11-1420-research-new-fe-reforms-and-skills-policies-summary.pdf</p>
<i>‘Firms’ Engagement with the Apprenticeship Programme’</i>	Dept. for Education	Winter 2011/12	<p>This research explores the reasons why more companies are not willing to offer apprenticeships. The report explores what types of firms engage with the apprenticeship programme and identifies characteristics that make them more or less likely to offer apprenticeships. It also considers whether firms that take on an apprentice have more rapid productivity growth.</p>
<i>‘The Impact of Vocational Education and Training on Company Performance’</i>	CEDEFOP	Winter 2011/12	<p>A new report, from the Cedefop, finds that vocational education and training has a positive and significant effect on the economic performance of companies. The research, a meta-analysis of 62 studies (containing 264 estimated effects of training), looked at the extent to which VET affected company development.</p> <p>The report suggests that VET has a positive effect on most economic performance indicators, including quality, innovation and employment</p>

			<p>growth. However, most studies find only insignificant effects on profitability and company costs.</p> <p>http://www.cedefop.europa.eu/EN/Files/5519_en.pdf</p>
<i>'Adult Apprenticeships'</i>	National Audit Office	February 2012	<p>Spending on adult apprenticeships could be producing an economic return of up to £18 for every £1 of public spending, depending on how much training would not have occurred without public funding. This is one of the findings of a new report published by the National Audit Office which assesses the value for money of the UK Government's expanded apprenticeship programme in England, focusing primarily on adults aged nineteen and over.</p> <p>http://www.nao.org.uk/idoc.ashx?docId=8fcde563-507c-4829-8de6-baf77933efc6&version=-1</p>
<i>'Removing the Barriers to Learning: Exploring Adult Perceptions and Attitudes to Participation in Further Education'</i>	DELNI	February 2012	<p>There is a high level of awareness and positive attitude to the value of further education in Northern Ireland. Many people however are unaware that higher education degrees can be studied at FE colleges and there is also limited evidence of progression from non-vocational to accredited provision. These were some of the findings of a new survey into adult perceptions of FE in Northern Ireland</p> <p>http://www.delni.gov.uk/removing-the-barriers-to-learning-part-one-research-report-final-for-publication-feb-2012.pdf</p>

<p><i>‘Back to Work: Colleges Supporting Sustainable Jobs’</i></p>	<p>Association of Colleges</p>	<p>February 2012</p>	<p>A survey by the English Association of Colleges (AoC) explores how colleges, in partnership with local employers and Jobcentre Plus (JCP), can provide people with the skills and support required to find lasting work.</p> <p>The report argues that the relationship between colleges and JCP is crucial, if the maximum numbers of people are to be assisted back to work. The survey showed that while 98% of colleges already recruit via JCP, half of the colleges actively wanted more referrals.</p> <p>http://www.aoc.co.uk/download.cfm?docid=FA429141-2B84-48CB-AD12D6858CCA9A17</p>
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c) Higher Education

TITLE	AUTHOR	DATE	DESCRIPTION
<p><i>‘Does the expansion of higher education reduce educational inequality? Evidence from 12 European countries’</i></p>	<p>OFCE - Centre de recherche en economie de Sciences</p>	<p>Winter 2011/12</p>	<p>Presents the results of an analysis of research which examined whether the expansion of higher education reduced educational inequalities in 12 European countries, including the United Kingdom. Provides an overview of related literature. Discusses the measurement of parental background. Looks at the evolution of the relationship between family background characteristics and higher education attainments. Finds that the expansion of higher education has actually resulted in an increase in background-related inequality, particularly for those at the bottom end of the background distribution.</p> <p>http://www.ofce.sciences-po.fr/pdf/dtravail/WP2011-12.pdf</p>
<p><i>‘Driving Economic Growth’</i></p>	<p>Universities UK</p>	<p>Winter 2011/12</p>	<p>This publication highlights the critical role UK universities will continue to play in reviving and sustaining economic growth across the country. Using a range of visual data and statistics, it highlights that the UK’s future success depends on developing innovation and the knowledge economy in what is an increasingly competitive global environment, and the key role that universities will play in achieving this.</p> <p>http://www.universitiesuk.ac.uk/Publications/Documents/DrivingEconomicGrowth.pdf</p>
<p><i>‘Futures for higher education: analysing trends’</i></p>	<p>Universities UK</p>	<p>January 2012</p>	<p>This report provides a platform for further discussion and reflection about the future. There is no single interpretation of a possible outcome for the sector, but rather a set of frameworks to support thinking about</p>

			<p>the changes which are currently taking place in higher education, and where these might lead.</p> <p>http://www.universitiesuk.ac.uk/Publications/Documents/FuturesForHigherEducation.pdf</p>
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<p><i>'Beyond bricks and mortar boards: universities and the future of regional economic development'</i></p>	<p>Universities UK</p>	<p>February 2012</p>	<p>This report is based on joint work by IPPR North and Universities UK to understand better the impact of recent changes to regional and local structures and the emerging relations between universities and regions. The report considers changes in the regional infrastructure following the demise of Regional Development Agencies, and the government's plan for growth and other changes announced as part of the localisation agenda. These have been considered in the light of other changes to public spending and more specifically the current reforms to the higher education system.</p> <p>http://www.universitiesuk.ac.uk/Publications/Documents/BeyondBricksAndMortarBoards.pdf</p>
<p><i>'Tracking International Graduate Outcomes'</i></p>	<p>BIS</p>	<p>January 2012</p>	<p>The International Graduate Insight Group (i-graduate) was commissioned to run a study of International Graduate Outcomes (i-GO)¹. The first wave of the study took place in 2010 and surveyed international graduates (those who graduated from undergraduate, taught and research postgraduate degrees) of publicly-funded UK higher education institutions (HEIs) from 2009 (6 months after completing their studies) and from 2007 (in the third year post-completion). The second and final wave, conducted in 2011, surveyed international graduates who had graduated from UK HEIs in 2010 (6 months after completion) and 2008 (2½ years after completion).</p> <p>http://www.bis.gov.uk/assets/biscore/higher-education/docs/t/12-540-tracking-international-graduate-outcomes-2011.pdf</p>
<p><i>'Is Graduate Under-Employment Persistent? Evidence from the United</i></p>	<p>Institute for the Study of Labour</p>	<p>Winter 2011/12</p>	<p>German research organisation the Institute for the Study of Labor has published a study into the occurrence and persistence of graduate under-employment in the UK. It drew on micro-data collected by the Higher</p>

Kingdom'			<p>Education Statistical Agency to calculate rates of 'non-graduate' employment six months and 42 months after graduation, among 2002-3 graduates. The report found that graduate under-employment in the UK is high, persistent and not a short-term phenomenon.</p> <p>http://ftp.iza.org/dp6177.pdf</p>
'A Review of Business–University Collaboration'	Professor Sir Tim Wilson	Feb 2012	<p>Universities should be at the heart of economic development activity, according to The Review of Business-University Collaboration undertaken by Professor Sir Tim Wilson. The Review was commissioned by the UK Government to make recommendations into how UK can be the world leader in university-business relationships.</p> <p>The Review focuses upon private sector collaboration in the context of the English higher education system. It was supported by a panel of contributors experienced in business-university collaboration.</p> <p>http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/w/12-610-wilson-review-business-university-collaboration</p>

Helping Individuals Acquire Jobs

(a) Routes to Employment

TITLE	AUTHOR	DATE	DESCRIPTION
<i>'Lone parent obligations: work, childcare and the Jobseeker's Allowance regime' (Research report no 782)</i>	DWP	January 2012	<p>The aim of this study is to evaluate the effect of Lone Parent Obligations on lone parents whose youngest child is aged seven or eight. It also aims to inform the delivery of the roll-out of Lone Parent Obligations to lone parents with a youngest child aged five or six.</p> <p>http://research.dwp.gov.uk/asd/asd5/rports2011-2012/rrep782.pdf</p>
<i>'Employers and the recruitment of unemployed people: an evidence review'</i>	UKCES (Briefing Paper)	Winter 2011/12	<p>Presents evidence regarding the recruitment of unemployed people from the employers' perspective and considers the recruitment processes that might unfairly disadvantage unemployed people. Considers the evidence relating to the role that employers have played in restricting the employment opportunities facing unemployed people and the extent to which changes in employer practices could help unemployed people back to work.</p> <p>http://www.ukces.org.uk/assets/bispartners/ukces/docs/publications/evidence-review-employers-recruitment-unemployed.pdf</p>
<i>'The Third Sector Delivering Employment Services: An Evidence Review'</i>	The Third Sector Research Centre	January 2012	<p>Too little is known about the third sector organisations that are involved in the delivery of the UK Government's Work Programme, suggests a working paper from the Third Sector Research Centre.</p> <p>The paper provides an evidence and literature review on the work of third sector organisations in employment services. It traces the development of contracted welfare to work schemes</p>

			<p>since 1997 and looks in particular at the relationship between the third sector and the current coalition government's Work Programme.</p> <p>http://www.tsrc.ac.uk/LinkClick.aspx?fileticket=aoUqP0rW6m8%3d&tabid=500</p>
<i>'Welfare-to-Self-Employment'</i>	BIS	February 2012	<p>In advance of the launch of the New Enterprise Allowance (NEA) scheme, a report by IFF Research (commissioned by BIS) explores the effectiveness of welfare-to-self-employment programmes.</p> <p>Supporting people who are unemployed into self-employment is a viable aspect of employment support services, however there has been a lack of evidence on what works. The research addresses this using data from a small interview sample from the Jobcentre Plus' New Deal Self-Employment programme and the Self-Employment strand of the Department for Work and Pension's Six Month Offer.</p> <p>http://www.bis.gov.uk/assets/biscore/enterprise/docs/w/12-511-welfare-to-self-employment</p>
<i>'Strategies to re-engage young people not in education, employment or training: a rapid review'</i>	C4EO	Winter 2011/12	<p>Finds that the most effective approaches to re-engagement focus on increased flexibility and personalisation, the provision of enhanced information, advice and guidance, and the development of positive adult-young person relationships of trust, responsibility and respect.</p> <p>http://leavingcare.org/admin/uploads/6a9368761669d3cd3c8f23e52ff89bb4.pdf</p>
<i>'Young People and NEETs in Europe'</i>	Eurofound	Winter 2011/12	<p>Explores the situation and characteristics of young people in the EU who are not in employment, education or training (NEET). Looks at the profile of the NEET group, identifying risk factors including</p>

			<p>disability, immigration background, qualifications, geographical remoteness, household income and parental background. Provides an overview of national policy initiatives to help engage NEETs, focusing on education, transition and employment policy.</p> <p>http://www.eurofound.europa.eu/pubdocs/2011/72/en/1/EF1172EN.pdf</p>
<i>‘Youth Unemployment: The Crisis We Cannot Afford’</i>	ACEVO	Winter 2011-12	<p>Many young people who are not in employment, education or training (NEET) do not have the opportunity to acquire the skills and qualifications they require to progress into useful further education or work, according to this report. The report, produced by the ACEVO Commission on Youth Unemployment, highlights the damaging social and economic effects of youth unemployment and considers how to address this problem.</p> <p>http://dn56eaq5gsh5n.cloudfront.net/ACEVO%20Youth%20Unemployment_lo_res.pdf</p>
<i>‘Young people's education and labour market choices aged 16/17 to 18/19’</i>	Department for Education (Research report)	Winter 2011/12	<p>Examines the evidence on young people's labour market transitions, drawing on pre-2008 data from the Longitudinal Study of Young People in England, the Labour Force Survey and the British Household Panel Survey. Finds that young people who become NEET are likely to have negative long term outcomes and suggests that policy aimed at engaging young people with the labour market and securing them genuine work experience is potentially valuable as a means of minimising the risk of becoming NEET.</p> <p>https://www.education.gov.uk/publications/eOrderingDownload/DFE-</p>

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<p><i>'Empowering the young of Europe to meet labour market challenges: findings from study visits 2009/10'</i></p>	<p>Cedefop</p>	<p>Winter 2011/12</p>	<p>Explores initiatives that different European countries have introduced to prepare and support young people's integration into the labour market. Presents examples in the following areas: supporting young people through flexible learning modes and pathways; easing the transition of young people from education and training to the labour market; and developing young people's entrepreneurial skills and competences.</p> <p>Empowering the young of Europe to meet labour market challenges: findings from study visits 2009/10</p>
<p><i>'Recent policy developments related to those not in employment, education and training (NEETs)'</i></p>	<p>European Foundation for the Improvement of Living and Working Conditions</p>	<p>Winter 2011/12</p>	<p>Looks at policy developments throughout Europe affecting young people not in employment, education or training (NEETs). Summarises the findings from 28 national reports by experts from the European Restructuring Monitor (ERM) network aimed at re-engaging young NEETs.</p> <p>http://www.eurofound.europa.eu/docs/erm/tn1109042s/tn1109042s.pdf</p>
<p><i>'Right first time? An indicative study of the accuracy of ESA work capability assessment reports'</i></p>	<p>Citizens Advice Bureau</p>	<p>January 2012</p>	<p>Presents an analysis of the accuracy of work capability assessment (WCA) reports and the impact that these assessments have on awards for employment and support allowance. Argues that the accuracy of WCA is low. Calls for the DWP to undertake regular and independent monitoring of the accuracy of the WCA reports to ensure that people who are too ill or disabled to work are properly supported by the benefits system.</p> <p>http://www.citizensadvice.org.uk/right_first_time.pdf</p>
<p><i>'Do EU structural funds</i></p>	<p>European Central Bank</p>	<p>Winter 2011/12</p>	<p>Analyses the impact of EU structural funds on employment, drawing on a</p>

<p><i>promote regional employment? Evidence from dynamic panel data models'</i></p>			<p>dataset of 130 European NUTS regions from 1999 to 2007. Investigates the conditional impact of structural funds on the educational attainment levels within regions. Indicates that structural funds, in total, have no significant positive impact on the regional employment level, but that structural funds are conditionally effective and seem to be used as capital subsidies. Suggests that structural funds have a significant positive impact on the total employment level in regions with a low share of low-skilled populations, and have a negative effect in the case of a high share of low-skilled population</p> <p>http://www.ecb.europa.eu/pub/pdf/scpwps/ecbwp1403.pdf</p>
<p><i>'Evaluation of the Fit for Work Service pilots: first year report'</i></p>	<p>DWP</p>	<p>Winter 2011/12</p>	<p>Following Dame Carol Black's 2008 review of the health of Britain's working age population, 11 Fit for Work Service (FFWS) pilots were launched throughout Great Britain with the intention of testing different approaches to supporting people in the early stages of sickness absence working in small and medium-sized enterprises to get back to work as quickly as possible.</p> <p>The DWP, with the Department of Health, commissioned a consortium involving the Institute for Employment Studies, the Fit for Work Research Group at Liverpool University, the Social Policy Research Unit at the University of York, the National Institute of Economic and Social Research, and GfK NOP, to evaluate the pilots.</p>
<p><i>'Occupational Health Advice Lines</i></p>	<p>DWP</p>	<p>Winter 2011/12</p>	<p>Following Dame Carol Black's 2008 review of the health of Britain's working age population, an</p>

evaluation: Final report ‘			<p>Occupational Health Advice Lines service was piloted to provide small and medium sized enterprises in Great Britain with early and easy access to high quality, professional advice in response to individual employee health issues. The Department for Work and Pensions set up the pilot and commissioned the Institute for Employment Studies to evaluate it.</p> <p>http://research.dwp.gov.uk/asd/asd5/ports2011-2012/rrep793.pdf</p>
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b) Other Labour Market Research

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<p><i>'Unemployment and occupational mobility at the beginning of employment career in Germany and the UK'</i></p>	<p>Institute for Employment Research (Discussion Paper)</p>	<p>Winter 2011/12</p>	<p>This IER Discussion Paper considers the impact of institutional systems of the British and German labour markets on different educational groups. Discusses the education, vocational training and employment systems in the UK and Germany. Presents two hypotheses concerning the chances of re-entering employment for different educational groups and post-unemployment occupational status. Uses statistical models to test the hypotheses and presents the results of the analysis.</p> <p>http://doku.iab.de/discussionpapers/2011/dp2511.pdf</p>
<p><i>'The economic case for language learning and the role of employer engagement'</i></p>	<p>Education and Employers Taskforce</p>	<p>Winter 2011/12</p>	<p>Calls for co-ordinated action to tackle the low level of foreign language competence among young people in the UK labour market. Traces the decline in language learning in recent years. Demonstrates the economic impact of the UK's poor foreign language proficiency. Considers the potential for tackling the problem through employer engagement with schools. Suggests ways in which employers would also benefit from such partnerships.</p> <p>http://www.cfbt.com/evidenceforeducation/pdf/Language%20learning%20research%20report.pdf</p>
<p><i>'Analysis of the impacts of migration'</i></p>	<p>Migration Advisory Committee</p>	<p>January 2012</p>	<p>Discusses how to interpret evidence relating to the impacts of migration on the economy, public services and society, within a cost-benefit analysis of migration policy decisions, as carried out by the government in official impact assessments (IAs). Looks at whether immigrants displace British workers in the labour market. Assesses whether other impacts of migrants, such as increases in congestion, crime, and the</p>

			<p>consumption of education and health services, should be included in the calculations for IAs.</p> <p>http://www.ukba.homeoffice.gov.uk/site/content/documents/aboutus/workingwithus/mac/27-analysis-migration/01-analysis-report/analysis-of-the-impacts?view=Binary</p>
<p><i>‘Examining the relationship between immigration and unemployment using National Insurance number registration data’</i></p>	<p>NIESR (Discussion Paper)</p>	<p>January 2012</p>	<p>Examines the impact of migration inflows on the unemployment claimant count rate, using data from the National Insurance number registrations of foreign nationals. Argues that the data shows no association between migrant inflows and claimant unemployment. Concludes that there is no significant correlation between migrant inflows and changes in aggregate claimant count rates, in line with the general message emerging from previous research that migration has had a generally negligible effect on unemployment rates.</p> <p>http://www.niesr.ac.uk/pdf/090112_163827.pdf</p>

<p><i>‘Labour migration and unemployment: what can we learn from EU rules on free movement of workers?’</i></p>	<p>Centre for European Policy Studies</p>	<p>February 2012</p>	<p>Examines the impact of labour migration on unemployment in the context of the accession of Bulgaria and Romania to the EU and the EU's rules on the free movement of workers. Focuses on two issues: whether intra-EU labour migration correlates with employment/unemployment rates in host or home member states during periods of unsettled growth; and how member states have responded in terms of restricting or allowing access to their labour markets by EU-2 workers during the transitional periods.</p> <p>http://www.ceps.be/ceps/download/6624</p>
<p><i>‘The price of motherhood: women and part-time work’</i></p>	<p>Resolution Foundation</p>	<p>February 2012</p>	<p>Presents the results of a survey of 1610 part-time working women, conducted by the Resolution Foundation in partnership with online parenting organisation Netmums. Profiles the working patterns and family composition of the survey respondents. Looks at: whether part-time work is a free choice; the financial and occupational penalties associated with part-time work; and barriers to full-time work, such as lack of affordable childcare.</p> <p>http://www.resolutionfoundation.org/media/media/downloads/The_price_of_motherhood_-_women_and_part-time_work.pdf</p>
<p><i>‘Building Engagement, Building Futures: Our Strategy to Maximise the Participation of 16-24 Year Olds in Education, Training and Work’</i></p>	<p>HM Government</p>	<p>Winter 2011/12</p>	<p>The UK Government has published <i>Building Engagement, Building Futures</i>, detailing how its reforms to schools, vocational education, skills and welfare provision will help to increase the number of young people engaged in education, training and employment in England.</p> <p>http://media.education.gov.uk/assets/files/pdf/building%20engagement%20building%20futures.pdf</p>

<p><i>'The Third Wave of Globalisation: Economy, Finance, Globalisation, Trade'</i></p>	<p>IPPR</p>	<p>Jan - 2012</p>	<p>Skills-biased technical change is leading to increasing polarisation in labour markets, with increasing rewards for workers with high skills and diminishing rewards for those with low or no skills.</p> <p>The implications of this trend require smarter skills policies at national level. The study makes a number of recommendations for international and domestic action. These cover areas such as industrial policy, the welfare state and capital and growth.</p> <p>http://www.ippr.org/images/media/files/publication/2012/01/third-wave-globalisation_Jan2012_8551.pdf</p>
<p><i>'How do the unemployed search for a job? Evidence from the EU Labour Force Survey'</i></p>	<p>Ruhr-Universität Bochum</p>	<p>March 2012</p>	<p>Investigates the job search behaviour of unemployed people in Europe, using harmonised micro data. Focuses on the importance of individual and household characteristics in this context, as well as on cross-country differences in Europe. Suggests that both individual and household characteristics play an important role, with the latter being more decisive for women. Finds that, even when controlling for these factors, remarkable differences remain between countries, which are associated with institutional characteristics at the country level</p> <p>https://editorialexpress.com/cgi-bin/conference/download.cgi?db_name=res2012&paper_id=988</p>
<p><i>'Destinations of Jobseeker's Allowance, Income Support and Employment and Support Allowance Leavers 2011'</i></p>	<p>DWP</p>	<p>January 2012</p>	<p>This report details the findings from a study conducted to explore the destinations of a cohort of individuals who ended a claim for Jobseekers Allowance (JSA), Income Support (IS) and Employment and Support Allowance (ESA). This study aimed to provide the best possible estimate of the immediate and substantive destinations of leavers from JSA, IS and ESA benefit groups.</p>

			http://research.dwp.gov.uk/asd/asd5/rports2011-2012/rrep791.pdf
<i>'Active at 60: Local evaluation research: Final report'</i>	DWP	Winter 2011/12	<p>Active at 60 Local was a pilot initiative commissioned by the DWP to identify the scope for utilising smart card technology to:</p> <ul style="list-style-type: none"> - deliver services more effectively to older people; and - leverage increased levels of activity among older people. <p>The projects form part of the Government's response to address the challenges and opportunities of an ageing population.</p> <p>The DWP commissioned the National NatCen and LG Futures to carry out an evaluation of two Local Authority pilot areas during 2011. The evaluation used qualitative and quantitative methods to explore the implementation process and looked at best practice in smart card technology, using evidence to establish the business case for such schemes.</p> <p>http://research.dwp.gov.uk/asd/asd5/rports2011-2012/rrep786.pdf</p>
<i>'The way we'll work: labour market trends and preparing for the hourglass'</i>	University Alliance	March 2012	<p>This report draws on the large body of evidence on the shape of labour markets in developed economies. It demonstrates that if the UK is to remain globally competitive it needs a greater proportion of graduates in our workforce. The UK also needs to create genuine progression opportunities to drive social mobility and equip the population for the demands of an hourglass-shaped labour market.</p> <p>http://www.unialliance.ac.uk/favicon.ico</p>

Increasing the level of Research and Development

TITLE	AUTHOR	DATE	DESCRIPTION
<i>'Innovation and Research Strategy for Growth'</i>	BIS	Winter 2011/12	BIS has published the UK Government's strategy for supporting economic growth through innovation and research. The strategy recognises that the UK faces stiff competition from other countries in terms of high-level skills and leading-edge technological innovation. It identifies the commercialisation of emerging technologies as the key to succeeding in the global economy. The private sector is cited as central to this process; however, the strategy recognises the role of government in creating the right conditions for innovation and growth.

List of Organisations and Research Bodies Monitored

If you are aware of any other bodies that conduct research relevant to this Department but are not covered below, please let the Department know so those can be monitored in future. Contact details are set out on page 1.

Alliance of Sector Skills Councils

www.sscalliance.org

ARK Online Research Bank-

www.ark.ac.uk

Association of Northern Ireland Colleges

www.anic.ac.uk/

Centre for Economic Performance

<http://cep.lse.ac.uk>

Centre for Economics of Education

<http://cee.lse.ac.uk/pubs/default.asp>

Centre for Research on the Wider Benefits of Learning

<http://www.learningbenefits.net/news/newsletters.htm>

Chartered Management Institute

<http://www.managers.org.uk/>

City & Guilds Centre for Skills Development (CSD)

<http://www.skillsdevelopment.org/>

Department for Business, Innovation and Skills

<http://www.bis.gov.uk/>

Department for Education

<http://www.education.gov.uk/>

Department for Employment and Learning

<http://www.delni.gov.uk>

Department for Work and Pensions

<http://www.dwp.gov.uk/>

Economic and Social Research Institute

<http://www.esri.ie/index.xml>

Employment Research Centre, Trinity College Dublin
<http://www.tcd.ie/ERC/index.php>

EngineeringUK
[EngineeringUK - promoting engineering and engineers](#)

European Centre for the Development of Vocational Training (CEDEFOP)
<http://www.cedefop.europa.eu/EN/>

Eurostat
http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,109031583003&_dad=portal&_schema=PORTAL

FAS
<http://www.fas.ie/en/About+Us/Publications+and+Resources/>

Federation of Small Businesses
<http://www.fsb.org.uk/>

Forfas
<http://www.forfas.ie>

Foyer Federation
<http://www.foyer.net/>

FutureSkills Scotland
<http://www.futureskillsscotland.org.uk/web/site/home/NewsEvents/Archive/NewsEventsArchive.asp>

Graduate Market Trends
http://www.prospects.ac.uk/cms/ShowPage/Home_page/Labour_market_information/Graduate_Market_Trends/p!eXbLfa

Higher Education Academy
<http://www.heacademy.ac.uk/resources/publications>

Higher Education Authority Ireland
www.heai.ie

Higher Education Policy Institute
www.hepi.ac.uk

Higher Education Funding Council for England
<http://www.hefce.ac.uk/pubs/hefce>

Higher Education Funding Council for Wales

<http://www.hefcw.ac.uk/index.htm>

International Labour Organisation (ILO)
<http://www.ilo.org/global/lang--en/index.htm>

Institute for Employment Studies
www.employment-studies.co.uk

Institute for Public Policy Research
<http://www.ippr.org/publicationsandreports/>

Institute for Social and Economic Research (ISER)
<http://www.iser.essex.ac.uk/>

Institute of Leadership Management
<http://www.i-l-m.com/>

Joseph Rowntree Foundation
<http://www.jrf.org.uk>

Learning and Skills Development Agency Northern Ireland
<http://www.lsdani.org.uk/>

Learning and Skills Network (LSN)
<http://www.lsneducation.org.uk/>

Manpower Demonstration Research Corporation (MDRC)
<http://www.mdrc.org/index.html>

Million Plus
<http://www.millionplus.ac.uk/>

National Foundation for Educational Research
<http://www.nfer.ac.uk>

National Institute of Economic and Social Research
<http://www.niesr.ac.uk/pubs/pubs.php>

National Research and Development Centre for adult literacy and numeracy
www.nrdc.org.uk

Office for National Statistics
<http://www.statistics.gov.uk/hub/index.html>

Organisation for Economic Co-operation and Development
www.oecd.org

The Scottish Government
<http://www.scotland.gov.uk/Home>

Scottish Further Education Funding Council
www.sfefc.ac.uk

Skills Development Scotland
<http://www.researchonline.org.uk/sds/index.do>

Skills Ireland
<http://www.skillsireland.ie/>

Spatial Economics Research Centre
<http://www.spatial-economics.ac.uk/>

UK Commission for Employment and Skills
<http://www.ukces.org.uk/>

Universities UK
<http://www.universitiesuk.ac.uk/Pages/Default.aspx>

The Work Foundation
<http://www.theworkfoundation.com/>